

Alternative Education On-site Monitoring Visit Rubric**Reviewer: Sue Foxx****Date: 12/19/07****Alternative Education Program: Bridge Academy****Contact Person: Wayne Stubbs****School Corporation: Concord Community Schools (2270-1)****Phone: 574-875-5161**

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Board minutes 10/16/08 Fact sheet on program Support letters Newspaper article Advisory Group list	X		PowerPoint presentation to School Board on 10/16/07. Letters of support from each traditional school and board. Article in The Truth for Elkhart Co about Bridge Academy as a different way to learn. Advisory Group currently all school personnel. Recommended expanding it to include community agencies, businesses, and parents.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	PLATO—computer-based courseware Jr. High Unit Plans Daily schedule ISP Grant	X		Curriculum follows corporation but uses computer courseware designed to meet standards. Courses are differentiated, self-paced, and based on mastery. Recommended that the Program add more projects and service learning opportunities as it develops. ISP's are written to identify appropriate plan/services. Recommended that the plan to meet the goals be more specific. Students attend a 3 hour academic session (AM-Grades 7-8, PM-Grade 9). May combine academic program with ½ day at traditional school. Academic focus is on math and language arts with life skills. Instruction in life skills assists students.
Small positive learning environment for students/staff	-Prof. development plan -School Improvement Plan -Advisor/Advisee programming -Staff meeting agenda	Professional Dev. Plan Jr. HS Accountability Plan Staff Meeting Schedule Agenda from mtg. with Concord Junior High Roster of students/staff	X		Small learning environment with low teacher-student ratio. Classroom located in renovated bldg. on Jr. HS grounds. New furniture and technology but could use more onsite materials and resources. Teacher participates in MS/HS staff meetings.

On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	12/19/07	X		Matches description. Computer based courseware individualizes instruction primarily on math and language arts and allows it to be self-paced.
Students appear engaged.	12/19/07	X		Observed students working independently on computers. Students appeared engaged and on task.
Location supports a positive learning environment.	12/19/07	X		Program operates out of large classroom located in a renovated building on the campus of Concord Junior High. Students work primarily on computers and have only limited access to materials at the MS/HS. Recommend more materials on site and working with students to display work, school mission, or motivational messages.
Teachers appear knowledgeable and caring.	12/19/07	X		Teacher and aide encouraged students and offered assistance as requested. Teacher facilitates ‘organized chill’ time to address student needs and concerns.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Referral form and process documented in grant. Use Bridge Academy Handbook (amended from JR. High). School calendar is the same as corporation.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		A licensed social studies teacher employed by the corporation acts as a facilitator for computer-based courseware. Aide passed PRAXIS for paraprofessionals. Counselors work with students as needed.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Safety plans, maps, and drills provided. Transportation provided
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	X		Budget exceeds required match and is allocated primarily to staff and technology, software and supplies. A significant investment was made for building renovation. Corporation uses Title V, Title 2, Part A, and general fund monies to support program.
2 Hour Session/ School Day	-School schedule	X		3 hour session for 180 days. Most students were on a reduced schedule. It was recommended that students spend as much of the other portion of their day as possible at their sending school. It will be important to put in place a process to ensure a successful transition.

Comments: This is a new program that is still working to establish connections to the community and to identify service learning opportunities to enhance the academic component. It is essential that students be engaged during the remainder of their day so that they have adequate supervision and can stay connected to their learning environment.